

**Articulation Agreement
Between
Erie County Technical School
and
Pennsylvania Western University**

This agreement, made on this date of final signature, provides a means by which graduates of the Child Care and Support Services Management (CIP 19.0708) Program with Erie County Technical School (Erie) can receive advanced standing credit in the Bachelor of Science in Education, Early Childhood and Elementary Education (BSED) program offered by Pennsylvania Western University (PennWest).

I. Principles of Agreement

- A. A student who has successfully mastered the competencies and skills outlined in the Child Care and Support Services Management (CIP 19.0708) task list (see Appendix A) will be eligible to receive the following college credit upon enrollment in the BSED program at PennWest. The student must complete the Erie Program with a B average (3.00 average GPA) or better in all courses, pass the NOCTI Exam successfully (competent or advanced) and be recommended by the Erie teacher. Credits only, not grades, will be recorded on the PennWest transcript for these courses, so these credits will not be used to calculate the student's university grade point average.

Erie Public School-Career and Technical

Pennsylvania Western University

Child Care and Support Services Mgmt (CIP 19.0708)

ECEE 1200, Foundations of Child Dev and Learn
ECEE 1210, Dev Appropriate Prac PreK
ECEE 2320, Learning Env in EC & Elem Educ

- B. To participate in this program, a student must apply and be admitted to PennWest within two years of completing the Erie Program. During the application, Erie students must submit their PennWest admission application complete with all required components, a recommendation from the Erie teacher, and a signed Letter of Intent (see Appendix B). The letter of intent must be submitted to the following email address: (registrar@pennwest.edu, attention Transfer Credit).
- C. Erie and PennWest agree to market this program. Erie will promote and market the program to students, guidance counselors, teachers and administrators in their sending schools. Students' parents will be informed about the availability of the program through appropriate channels. PennWest will assist Erie in marketing the program at the secondary level. Erie will provide PennWest with opportunities to promote and market their Department options to students in the program, parents, guidance counselors, teachers and administrators.
- D. This articulation agreement and awarding of credit is acceptable up to two years after the student has graduated from Erie. Students who apply for credit after the two-year period must be able to document that they have been employed or are currently working in an area related to their Erie program of study.
- E. To ensure that students entering the BSED Program schedule appropriate courses, the student must contact an academic advisor in the Department each semester to assist in making the most advantageous course selections.

- F. Erie and PennWest agree to notify each other immediately of any modification in the courses, curriculum, competency lists, or any aspect of the articulated programs during the term of this agreement.

II. Mutual Terms and Conditions

- A. *Term of Agreement.* The Term of this Agreement shall be (1) one year from the date of execution.
- B. *Termination of Agreement.* Either party may terminate this Agreement for any reason with ninety (90) days' notice. In the event of a substantial breach, either party may terminate this agreement upon the occurrence of the breach by written notice that may be less than 90 days. Should this agreement be terminated, it is understood that the termination will not apply to students already accepted to PennWest under terms of this agreement, but not yet enrolled in classes.
- C. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination and related procedures to insure that students enrolled at PennWest are afforded the protections of Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disabilities Act (ADA) of 1990.
- D. *Modification of Agreement.* This Agreement shall only be modified in writing with the same formality as the original Agreement.
- E. *Relationship of Parties.* The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
- F. *Liability.* Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the State System of Higher Education or the University.
- G. *Entire Agreement.* This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the date previously indicated.

For Erie County Technical School:



Matthew LaVerde
Director

For Pennsylvania Western University:

James D. Fisher, JD, PhD.

Interim Provost & Vice President for Academic Affairs

Approved as to Form and Legality:

University Legal Counsel

Date

Appendix A

Erie County Technical School Child Care and Support Services Management (CIP 19.0708)

Pennsylvania Department of Education

Programs of Study

Competency Task List – Secondary Component Child Care and Support Services Management CIP 19.0708 High School Graduation Years 2026, 2027, 2028

100 Orientation and Safety

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
101	Follow school, classroom, and clinical rules and regulations.		Level 1

200 Professionalism

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
201	Compare and contrast different types of early learning programs.		Level 1
202	Identify personal qualities for employment and career opportunities.		Level 1
203	Develop a professional portfolio to include clearances.		Level 3
204	Investigate the requirements of the CDA Credential and PA School-Age Credential.		Level 1
205	Examine NAEYC resources including Standards and the Code of Ethical Conduct.		Level 1
	RESERVED (206)		
207	Participate in a professional advocacy event or training.		Level 1
208	Utilize resources for professional development including online PA Keys Registry and PSU Better Kid Care.		Level 3
209	Identify state, national, and international models of early learning programs.		Level 1
210	Investigate the Keystone Stars requirements.		Level 1
211	Investigate components of a program budget.		Level 1

300 Health and Safety

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
301	Identify Department of Human Services regulations and PA Department of Education codes.		Level 1
302	Obtain Pediatric First Aid and infant/child CPR certification from a Department of Human Services approved provider.		Level 3
303	Complete Mandated Reporter Training.		Level 3
304	Identify communicable diseases and chronic medical conditions.		Level 1
305	Identify characteristics of a safe, healthy environment.		Level 1
306	Describe infection control procedures, sanitation practices and prevention of illness policies.		Level 1
307	Identify nutritional requirements, including CACFP guidelines.		Level 1
308	Plan nutritious meals and snacks.		Level 1
309	Identify guidelines and procedures to care for the mildly ill child.		Level 1
310	Comply with industry standard adult health regulations.		Level 1
311	Complete a health and safety checklist and develop recommend changes for compliance.		Level 1
312	Describe safe transportation practices in childcare settings.		Level 1
313	Identify components of an emergency management plan for a childcare setting.		Level 1
314	Identify liability issues of childcare workers regarding children's safety in a childcare setting.		Level 1
315	Identify and describe program records and reports.		Level 1
316	Describe and apply best practices for reducing stress on children and caregivers in the early learning environment.		Level 1
317	Complete industry required health and safety training.		Level 1
318	Complete DHS (Department of Human Services) fire safety training.		Level 2

400 Learning Environment (Physical Space)

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
401	Examine the value of play and use best practices to support children's play.		Level 2
402	Examine the process and use best practices for developing children's creativity.		Level 2
403	Examine, evaluate, and use culturally responsive learning centers and materials.		Level 2
404	Evaluate and maintain the indoor and outdoor learning environments.		Level 2
405	Investigate <u>classroom environment rating tools</u> , e.g., ITERS, ECERS, SACERS, TPOT.		Level 2

500 Child Development (Physical, Intellectual/Cognitive, Emotional, Social, Language Development)

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
501	Identify educational theorists and their concepts.		Level 2
502	Identify developmental stages and areas.		Level 3
503	Identify the stages of artistic and musical development.		Level 3
504	Identify characteristics of infant development.		Level 3
505	Identify characteristics of toddler development.		Level 3
506	Identify characteristics of preschool development.		Level 3
507	Identify characteristics of school-age development.		Level 3
508	Identify characteristics of children with special needs.		Level 3
509	Define early language and literacy development for school success.		Level 3
510	Integrate literacy/language development throughout all activities.		Level 2
511	Investigate the needs of dual language learners.		Level 3
512	Describe developmentally appropriate uses of technology.		Level 1, 2, 3
513	Create bibliographies for developmentally appropriate children's literature.		Level 1

600 Classroom Management and Positive Guidance

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
601	Use positive methods to guide children's behavior.		Level 2
602	Describe the influence of environment and caregiver management techniques on children's behavior.		Level 2
603	Observe and record the daily routines of children.		Level 2
604	Demonstrate active supervision techniques.		Level 1, 2, 3

700 Standards, Curriculum, and Assessment

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
701	Use basic tools and types of observations.		Level 2
702	Observe, record, and assess children's learning and behavior.		Level 2
703	Develop appropriate learning experiences based on observations.		Level 2
704	Link the Pennsylvania Learning Standards for Early Childhood (infant-toddler, pre-kindergarten, and kindergarten) in all learning experiences.		Level 2
705	Demonstrate the connections between learning standards, curriculum, and assessment.		Level 2
706	Describe the elements of curriculum (individualized goals, family and environment, learning environment, content resources).		Level 3

800 Curriculum Development

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
801	Investigate a variety of curriculum models.		Level 1, 3
802	Develop long and short-range curriculum goals.		Level 3
803	Determine and write learning objectives/outcomes.		Level 3
	RESERVED (804)		

805	Compile a resource of learning materials including culturally responsive and diverse experiences.		Level 3
	RESERVED (806)		
807	Plan weekly curriculum.		Level 3
808	Develop daily lesson plans that link to the Pennsylvania Learning Standards for Early Childhood.		Level 3
809	Identify differentiated instruction strategies when creating lesson plans.		Level 2, 3

900 Learning Activities/Experiences

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
901	Prepare, present and reflect on self-care activities.		Level 1
902	Prepare, present and reflect on activities which promote a positive self-concept.		Level 1
903	Prepare, present and reflect on science activities.		Level 2
904	Prepare, present and reflect on music activities.		Level 2
905	Prepare, present and reflect on puppetry activities.		Level 2
906	Prepare, present and reflect on flannel board activities.		Level 1
907	Prepare, present and reflect on children's literature.		Level 1, 3
908	Prepare, present and reflect on language and literacy activities.		Level 2
909	Prepare, present and reflect on math activities.		Level 2
910	Prepare, present and reflect on creative art activities.		Level 2
911	Prepare, present and reflect on food and nutrition related activities.		Level 1
912	Prepare, present and reflect on health and safety activities.		Level 1
913	Prepare, present and reflect on social studies activities.		Level 2
914	Prepare, present and reflect on fine motor activities.		Level 2
915	Prepare, present and reflect on gross motor activities.		Level 2
916	Prepare, present and reflect on transitions.		Level 1
917	Prepare, present and reflect on creative drama activities.		Level 2
918	Prepare, present and reflect on creative movement activities.		Level 2
919	Prepare, present and reflect on woodworking activities.		Level 2

920	Identify steps to plan field trips as a learning experience.		Level 3
	RESERVED (921)		
922	Prepare, present and reflect on sensory activities.		Level 2, 3
923	Prepare, present and reflect on social activities.		Level 2, 3
924	Prepare, present and reflect on emotional/regulation activities.		Level 2, 3

1000 Program Partnerships

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
1001	Communicate with families through written documentation.		Level 3
1002	Create a resource file of community services.		Level 3
1003	Describe and implement best practices for supporting children and families during daily and age group transitions.		Level 3
1004	Identify the family's role in developing individualized goal plans for children.		Level 3
1005	Identify the role that cultures and values of the family play in children's upbringing and individualize experiences for children.		Level 3

1100 Clinical Experience

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
1101	Participate in an infant program.		Level 3
1102	Participate in a toddler program.		Level 3
1103	Participate in a preschool program.		Level 3
1104	Participate in an elementary/primary school program.		Level 3
1105	Participate in a special needs and/or inclusive program.		Level 3

1200 Reserved

Appendix B
Student Letter of Intent to enter Pennsylvania Western University

I plan to enroll at Pennsylvania Western University (PennWest) upon completion of the Child Care and Support Services Management (CIP 19.0708) Program at Erie Technical School (Erie). I understand that my signature on this letter entitles me to advanced standing credit for courses completed at Erie as outlined in the articulation agreement between Erie and PennWest. I am familiar with the terms of the Agreement between Erie and PennWest including the following requirements and conditions:

I must successfully master the competencies and skills outlined in the Erie Child Care and Support Services Management (CIP 19.0708) Task List with a B average (3.00 GPA) or better in all courses, pass the NOCTI Exam successfully (competent or advanced) and be recommended by the Erie teacher. I agree to the release of my grades and academic performance records by Erie to PennWest.

I must apply and be admitted to PennWest within two years of completing the program at Erie. Credits only, not grades, will be recorded on the PennWest transcript, so these credits will not be used to calculate the student's university grade point average.

The agreement and awarding of credit are acceptable up to two years after I have graduated from Erie, and the awarding of credits included in this agreement may only be applied at PennWest and the Bachelor of Science in Education, Early Childhood and Elementary Education Program. I understand that the credits awarded in this agreement may not be accepted by or applicable to other degree programs at PennWest and that PennWest does not guarantee that the credits earned under this agreement will be transferable to another college or university.

_____ Parent/Guardian Name (Print)	_____ Student Name (Print)
_____ Parent/Guardian Signature	_____ Student Signature
	Address _____

Date _____	Phone _____

Complete and email this Letter of Intent and a recommendation from the Erie teacher to: registrar@pennwest.edu, attention Transfer Credit